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SKILL IN FOCUS / STUDY OBJECTIVES

Introductory Notes for Teacher

This book is written for students of class V; efforts have been made to use language in contexts which are meaningful for them. However, a language is best learnt if used in a natural way, so make sure you provide ample opportunities to the students to communicate with one another. One way in which you can do this is to give students more practice on the pattern of exercises given in each section.

This book has five units. Each unit has six sections; each section states the objectives of that section at the beginning. Hence, make every effort to ensure that the students master the skills as stated in each section. Footnotes have been provided wherever necessary to assist you to conduct an activity and, where needed to provide additional support to students. Answers to some of the exercises have also been provided on the back pages for your reference and help.

Section 1: Oral Communication (Listening / Speaking)

1. This section is meant for oral practice only; make sure that all the students are involved in orally practicing these dialogues.
   (i) listening (ii) speaking (iii) dialogue delivery.

2. Students can gain confidence through practice/drilling. Encourage students to practise these dialogues by substituting names, places, activities, etc.

Section 2: Reading

1. The aim of this section is twofold: one, silent reading, to enable students comprehend the text and do the given exercises; two, reading aloud, to gain oral fluency, confidence, and to learn to pronounce words correctly.

2. Hence, in all the reading sections of this book, guide and encourage students to (a) read silently for comprehension (b) use pre-reading strategies (pictures/ titles/ headings/ etc.) to predict content, (c) read aloud with correct pronunciation and (d) apply punctuation rules in reading, i.e. they should pause very briefly every time there is a comma, and pause for a longer period every time there is a full stop, question mark, or mark of exclamation (count one for a comma and up to four for the others).

3. Remind the students continuously about these various techniques so that these become a part of their reading habit.

4. **Pre-Reading:** Before asking students to read the text, ask them some questions to activate their mind. This will make it easier for the students to understand the text as their prior knowledge about the topic will be activated.

5. **While-Reading:** When asking students to read silently assign them a task: exercise 1 in all the reading sections. The purpose of this is twofold: one, to ensure that the students have a purpose for reading; two, they get a general understanding about the text.

6. **Post-Reading:** Most of the reading activities are based on comprehension; hence they require minimal writing. Ensure that the students understand the text; do not provide the answers, encourage and guide them to read and understand the text and find the answers. Some of the questions have been added in each reading section to help them relate the reading text to their life and experiences.

Section 3: Writing

1. The main aim of this section is to develop the students' writing skills. It is, therefore, extremely important that enough time is devoted to developing these skills effectively.

2. In order to enable learners become good users of the language, in all the writing tasks that they do, even when they write answers to questions, make sure that they use (a) the correct spellings (b) the correct punctuation and capitalization rules (c) the proper word order (d) the appropriate, tenses, pronouns, and vocabulary.

Section 4: Grammar

1. The main aim of this section is to present grammatical structures to students in real life situations so that they learn not only the form but also the usage.

2. Before asking the students to do the grammar exercises, explain the rules to them. Even if they have been taught the rules previously, repeat them to ensure that all students understand and follow the rules.

3. In addition to the exercises given in the book, try and make the students use the learnt structures in as many situations as possible.

Section 5: Study Skills

Besides teaching learners how to read, write, and speak a language, it is also important to make them independent learners of a language by teaching them other skills. Hence, this section focuses on developing certain study skills, like dictionary skills, vocabulary enhancement, and creativity.

Section 6: Fun

Language is about listening, speaking, reading, and writing but it also a source of fun and enjoyment. This section is about giving learners a chance to enjoy language and have fun with it. Hence, allow students to enjoy language by expressing themselves freely, reading aloud, acting, drawing, etc. This part of the unit should not be tested or assessed for grading but should give freedom to students to have fun with using English.

Helping Others

1.1 ORAL COMMUNICATION

The students will be able to use language verbally to:

i. Greet each other
ii. Exchange social courtesies

Dialogue: After the Holidays

Yasmin: Hello Saba! How are you?

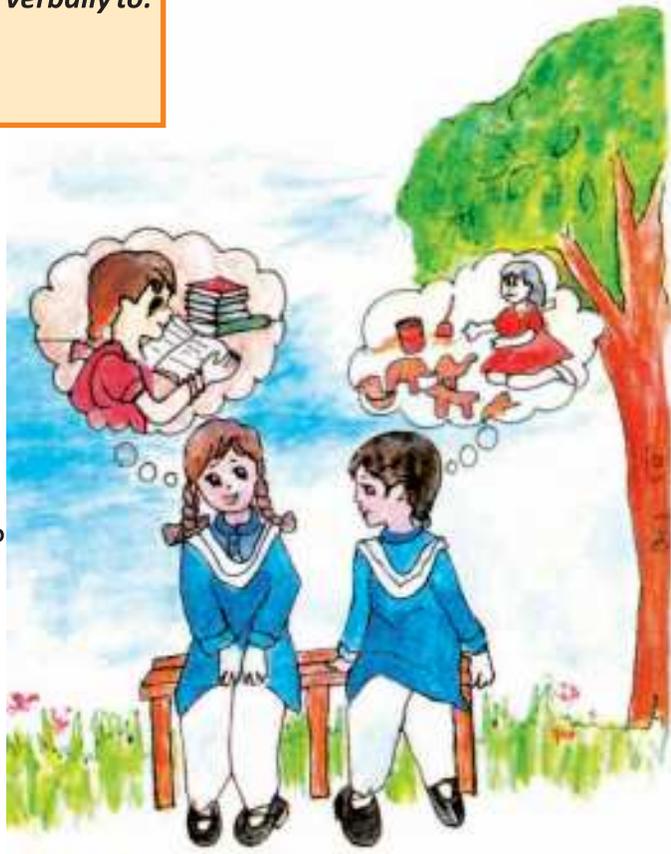
Saba: I am fine. Thank you.
What about you?

Yasmin: I'm fine. How were your holidays?

Saba: They were great fun. I read a lot of stories.
What did you do in the holidays?

Yasmin: I learnt to make clay toys.

Saba: That's nice! May be, I'll learn to make clay toys from you. .

Yasmin: You are welcome.

Note for Teachers: Encourage students to repeat the dialogue to each other. For practice change names, places and activities in the dialogue. After enough practice ask pairs to come up and repeat the dialogue.

1.2 READING

The students will learn how to:

i. *Use pre-reading strategies to predict the content/vocabulary of a text from picture and title etc. by using prior knowledge.*

ii. *Identify and recognize the functions of pronouns and transitional devices.*

iii. *Locate information to answer short questions*

iv. *Describe characters*

v. *Express their preferences, citing reasons.*

Pre-reading

Teacher's Guidelines: Ask the students questions like:

i. Do you like animals?

ii. Name some animals that you like.

iii. Why do you like animals?

Note for Teachers: After asking the questions, tell the students to open their textbooks, look at the picture and guess who or what the story is about. Also ask them to do exercise 1 while they are reading the text.

I'll Help You

Memna was a soft, white little lamb. One day, he wanted to drink some water, so he went to the nearby pond. Suddenly, Jabir, the big, bad wolf came along.

Jabir: What are you doing Memna?

Memna: I'm very thirsty. I'm drinking water.

Jabir: This is my pond and my water. You're drinking my water.

Memna: No, it's everybody's pond and everybody's water.

Jabir: No, no! It's all mine. I'll punish you for drinking from my pond.
I'll come back to eat you in the evening.

Poor Memna felt very sad and frightened. He was sitting on the doorstep of his house and crying softly. The fluffy, black cat, Mano, passed by.

Mano: Why are you crying, Memna?

Memna: The big, bad wolf is angry with me.
He's coming to eat me in the evening.

Mano: Don't worry. I'll help you.

Mano went inside and sat comfortably on the chair.

Memna kept on crying. The fat, brown dog, Moti, passed by.

Moti: Why are you crying, Memna?

Memna: The big, bad wolf is angry with me. He'll come to eat me in the evening.

Moti: Don't be upset. I'll help you.

He went inside and quietly hid behind a chair. Memna was still crying.

Kumet, the big, red horse, passed by.

Kumet: Why are you crying, Memna?

Memna: The big, bad wolf is coming to eat me in the evening.

Kumet: Don't cry. I'll help you.

He went and calmly stood near the pond.

In the evening, the wolf came to Memna's house.

Jabir: Ha! Ha! Ha! Where are you Memna? I've come to eat you.

Jabir went past the chair and Mano scratched his face badly. He ran to the door and Moti bit him sharply on the ear. He quickly ran outside but Kumet gave him a great big kick and the wolf fell into the pond and drowned.

Memna came out smilingly behind the-bushes.

Memna: Thank you, Mano, Moti and Kumet. Thank you all very much.

Mano: My pleasure.

Moti: You are welcome.

Kumet: That's all right.

So Memna, Mano, Moti, and Kumet all lived happily ever after and drank from the pond whenever they were thirsty.

Note for Teachers: (1) Divide the students in pairs and ask them to tell the story to each other. (2) Divide them into groups of five and give them the dialogues of Memna, Mano, Moti, Kumet and Jabir. You can make paper masks and role play. (3) While the students are reading loudly or role playing the dialogues, focus on their pronunciation and guide the students at that time or later.

While Reading

Exercise 1: Read the text and write down the names of all the characters in the story.

Post Reading

Exercise 2: Read the text and fill in the blanks.

Example: **Memna was a soft, white lamb.**

Mano was a ____________________________.

Kumet was a ___________________________.

Jabir was a ____________________________.

Moti was a ____________________________.

Exercise 3: Read the text carefully and write down the names of the characters who said these words.

Example: **No, no! It's all mine.** __Jabir__

Don't be upset. I'll help you. __________

Don't cry. I'll help you. __________

Don't worry. I'll help you. __________

The big, bad wolf is coming to eat me. __________

I've come to eat you. __________

Exercise 4: What do the following words refer to in the text?

Write in the blanks as shown in the example.

Example: In line **1 "he"** refers to _Memna_.

1. In line **5, my** refers to __________
2. In line **7, I** refers to __________
3. In line **8, you** refers to __________
4. In line **14, I** refers to __________
5. In line **18, He** refers to __________
6. In line **30, him** refers to __________

Exercise 5: Read the text and answer the following questions.

1. How many characters are there in the story?
2. Which ones are the good characters?
3. Which one is the bad character?
4. Which character is sad in the story?
5. Which character(s) do you like and why?

Exercise 6: Read the text and write three sentences about each character (there are 5 characters in the story). The first one has been done as an example.

Example: Jabir was a big, bad wolf. He wanted to eat Memna. He drowned in the pond.

Note for Teachers: (1) Divide the students in pairs and ask them to tell the story to each other. (2) Divide them into groups of five and give them the dialogues of Memna, Mano, Moti, Kumet and Jabir. You can make paper masks and role play. (3) While the students are reading loudly or role playing the dialogues, focus on their pronunciation and guide the students at that time or later.

1.3 WRITING

The writing tasks in this unit should enable students to:

i. Write sentences using correct punctuation, spelling, and capitalization

ii. Use reading texts as models for their own writing

iii. Recognize that in a paragraph, sentences join to make sense in relation to each other through transitional devices.

Exercise 1: In the example given below see how the words are arranged to form a sentence. Notice the position of things, places and the verbs used. Also notice that the first word in a sentence begins with a capital letter and the sentence ends with a full stop.

Example: **across the field is running the cow**

The cow is running across the field.

Now re-arrange the order of the words given below into proper sentences. Remember that a sentence begins with a capital letter and ends with a full stop.

1. are chasing some boys a cow
2. is climbing one boy the tree
3. women under the tree are sitting
4. the crop the farmer is cutting
5. are flying the birds in the sky

Note for Teachers: Exercise 1 above is given to help students understand the correct order of words. This is a common difficulty for Pakistani students. You can make many more such sentences yourself, taking them from any text.

Making a Rillee

Zeenat: Hello, Seema! What are you doing?

Seema: I'm helping my grandmother in making a rillee.

Zeenat: How do you do that?

Seema: First, we gather pieces of cloth. Then, we think of a pattern for the rillee. After that, we cut the pieces of cloth and stitch them together. See, grandmother is cutting them.

Zeenat: Yes, she's cutting them in different shapes.

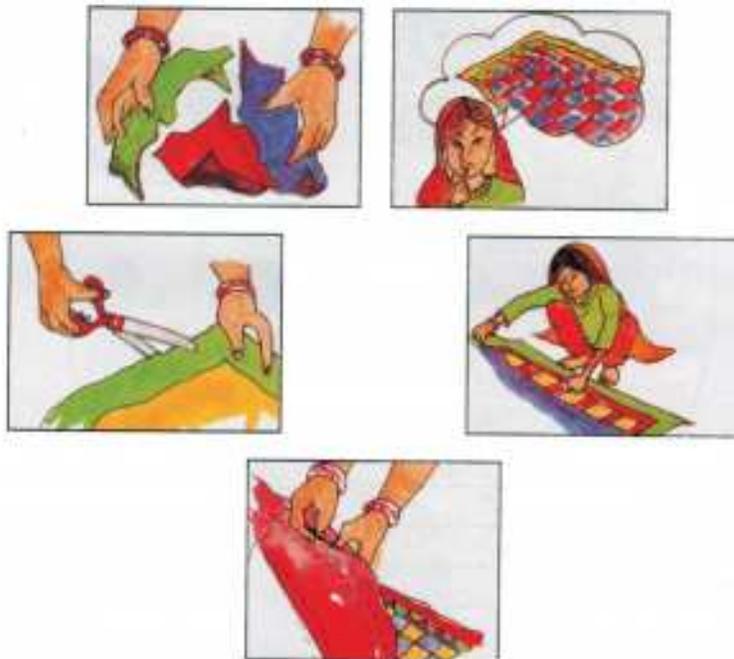
Seema: And Mummy is stitching the pieces together.

Zeenat: Oh! this looks pretty.

Seema: Next, we'll stitch the back cover and spread some old cloth on it. Finally, the two covers will be stitched together.

Zeenat: You must show me the rillee when it is complete.

Exercise 2: Read the text Making a Rillee and write the steps of making a rillee. The first one has been done for you.

1. The first thing that people do for making a rillee is to gather pieces of cloth.
2. Then, they ____
3. After that, ____
4. Next, ____
5. Finally, ____

Exercise 3: Ask your mother, sister or anyone else at home how you can make tea following the five steps. Write down these steps as done in the model above. Share your steps with your friends to see if you have the same or different steps.

Note for Teachers: Ask some students to act the different steps in making a rillee. Then let the class guess which task each student is performing.

You can also focus one lesson on using words like 'First', 'then', 'after', 'next'. 'finally' for further practice by using examples of making other things.

1.4 GRAMMAR

In this section, the students will practice some of the grammar items learnt previously and learn some new ones, including:

i. Classification of common and proper nouns

ii. Using the present continuous tense

iii. Contractions used in English

Common Noun and Proper Noun

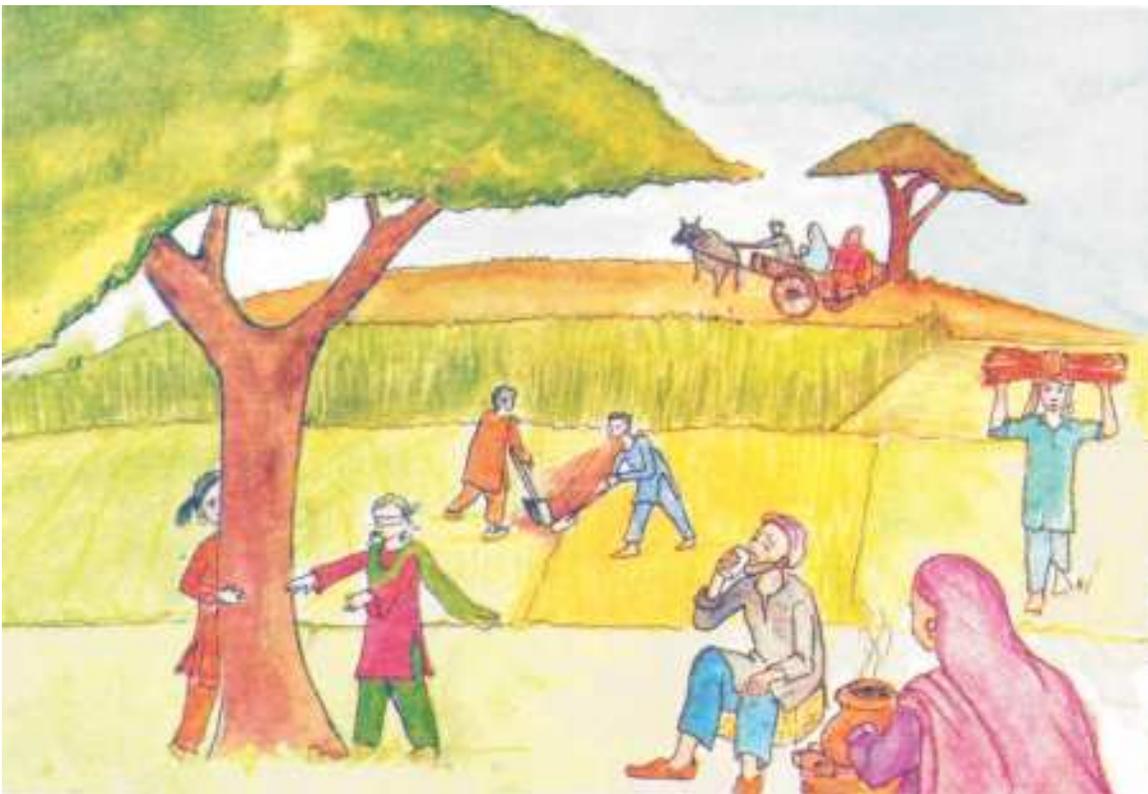
Exercise 1: Names of persons, cities, countries, and many other things that are always begin with a capital letter. They are called **proper nouns**. e.g. Salma, Lahore, Pakistan, James, Paris, France. Names common to groups classes or to a large number of things do not begin with capital letters are called **common nouns**. e.g. girl, river, car, tiger, shopkeeper. Read the text "I'll Help You" and find out the proper nouns and their common nouns in the story and write them below.

.

1. Proper noun: _Jabbir__ Common noun: __wolf__
2. Proper noun: _________ Common noun: _________
3. Proper noun: _________ Common noun: _________
4. Proper noun: _________ Common noun: _________
5. Proper noun: _________ Common noun: _________

Exercise 2: Fill in the following blanks with correct proper nouns and common nouns. Remember to use capital letters for proper nouns. The common nouns that you can use are given in the box below:

boy	girl	tree	river	city	sea

1. Proper noun: ______________ Common noun: ***girl***___________
2. Proper noun: ***Naeem***________ Common noun: _____________
3. Proper noun: ______________ Common noun: ***city***__________
4. Proper noun: ***Arabian***_______ Common noun: _____________
5. Proper noun: ______________ Common noun: ***boy***__________
6. Proper noun: ***Indus***__________ Common noun: _____________

Present Continous Tense

Exercise 3: Match the number in the inner circle with the number in the outer circle and find out who each child is and what each child is doing. Then write sentences about each child and his or her activity, as shown in the example.

Example: number 8 in the inner circle is Najma.

number 8 in the outer circle is skip.

Sentence: Najma is skipping.

Note for Teachers: Explain to the students what they have to do. Encourage them to read and understand the instructions, at the beginning of the exercise.

Exercise 4: Now look around in your classroom and write five sentences about what is happening.

Example: The teacher is writing on the black board.

Contractions

Exercise 5: Do you know?

It + is = it's

they + will = they'll

Match the two words with their short form in the columns below. Notice that an apostrophe (') is used in place of the alphabets that are dropped in the short form.

it will	he's
I am	don't
that is	I've
I will	**it'll**
do not	we'll
I have	he'll
we are	she's
he will	I'll
we will	you're
he is	I'm
you are	that's
she is	we're

Note for Teachers: Explain the writing of the contraction form on the blackboard first. Also explain them that in formal writing full form is used instead of contraction.

1.4 GRAMMAR

Exercise 6: Fill the blanks in the following dialogues with the correct short forms. You can choose the short forms from the ones given in Exercise 4.

David: When are you going to Larkana?

Saeed: _____ be going there tomorrow.

David: Have you packed your things?

Saeed: ___ asked my mother to do so. ___ also going. In fact, ____ all going.

David: What will you do with your goat?

Saeed: _____ be kept in my uncle's yard.

David: When will you come back?

Saeed: I _____ know. _____ probably come back after two weeks. But my brother has only one week's holiday, so _____ come back earlier.

David: _____ so lucky. _____ go to Sialkot next year with my mother to visit grandfather.

Note for Teachers:

Once the students have completed the exercise, divide them in pairs and ask them to role play. First one student should take the role of David and the other of Saeed. Once they have completed they should switch roles and repeat the dialogues again. Remind the students to speak softly as that they do not disturb the others.

Dictionary Skills

Words in a dictionary are in ABC order. This is called alphabetical order. To put words into the correct alphabetical order you sometimes need to look at the second or third letter as well as the first letter of the word.

Exercise 1: Read the text “I'll Help You” and copy the words beginning with the letter M or m.

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________

Exercise 2: Now place these words in an alphabetical order in the space provided below. The first word has been filled in for you.

1. **Mano**________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________

Vocabulary

Exercise 3: Make as many words as you can with the word:

goats

Example: **go, at**

Exercise 4: Put all these words in an alphabetical order. You may sometimes need to look at the second or the third letter as well.

Exercise 5: Use as many of these words as you can in your own sentences.

1. I **go to** school every day.
2. I **go to** school **at** seven o'clock.
3. ______________________________________.
4. ______________________________________.
5. ______________________________________.

Note for Teachers: This type of exercise can be used for language practice in many ways: building vocabulary, learning dictionary skills and providing word cues for writing practice.
Use any other word(s) for further practice whenever the students have any free time. You can also give this kind of exercise for homework, either by giving them a word or asking them to pick any word from their reading text.

The Zoo

It's so much fun in the city,

There is such a lot to do;

But best of all I think I like

The animals in the Zoo.

There are lions, tigers and black bears,

And elephants you know;

As long as they are in a cage,

I'm not afraid to go.

Exercise 1: Recite the poem aloud. Draw an animal that you like and colour it. Tell the class what animal at is and why you like it.

Exercise 2: Tongue twisters

1. She sells sea shells by the seashore.
2. I wish you were a fish in my dish.
3. Two tiny tigers take two taxis to town.

Note for Teachers: This section is for fun. Let the students enjoy it.

Exercise 1: Ask the students to recite the poem and draw a picture on the theme. Get them to colour the picture and talk about it.

Exercise 2: Tongue twisters are fun for children. They are also a challenge for them. Our children in Pakistan like learning things by heart and tongue twisters provide that opportunity and they are fun. Encourage children to learn the tongue twister by heart. Then ask them to say it aloud without making a mistake. Next, ask them to increase their speed each time they say the tongue twister and to do it as fast as they can, without making any mistake.

Responsibility

2.1 ORAL COMMUNICATION

The students will be able to use language verbally to:

i. Lead and follow
ii. Make requests
iii. Respond to requests

Going to the Shop: Asking for things.

Mohni: Let's go to the shop, Rani.
I want to buy a story book.

Rani: OK. Let's go.
I want to buy a paint box.

Shopkeeper: Can I help you?

Mohni: Yes, please. May I have that English story book?

Shopkeeper: Here you are. This one costs fifty rupees.

Rani: Can I have that big paint box, please?

Shopkeeper: Here you are. This is also for fifty rupees.

Rani: Thank you. Here's the money for the paint box.

Mohni: Here is the money for the story book.

Shopkeeper: Thank you. Enjoy your reading and painting.

Note for Teachers: Set up a shop with books, pencils, paint boxes, and any other items that the children have got. First, practice the dialogue as it is, then change the names and objects and prices. Encourage the students to role play as shopkeeper and customers.

The students will further practise reading techniques learnt in earlier units and learn some new ones, including:

i. Understanding the function of pronouns
ii. Locating information to answer short questions
iii. Providing missing information in a gapped summary
v. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title etc. by using prior knowledge.

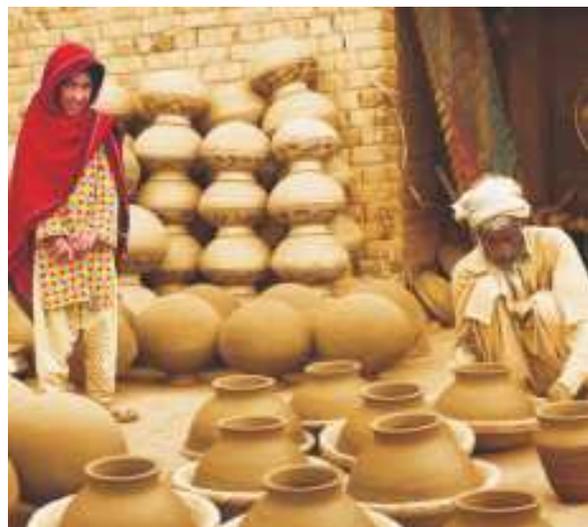
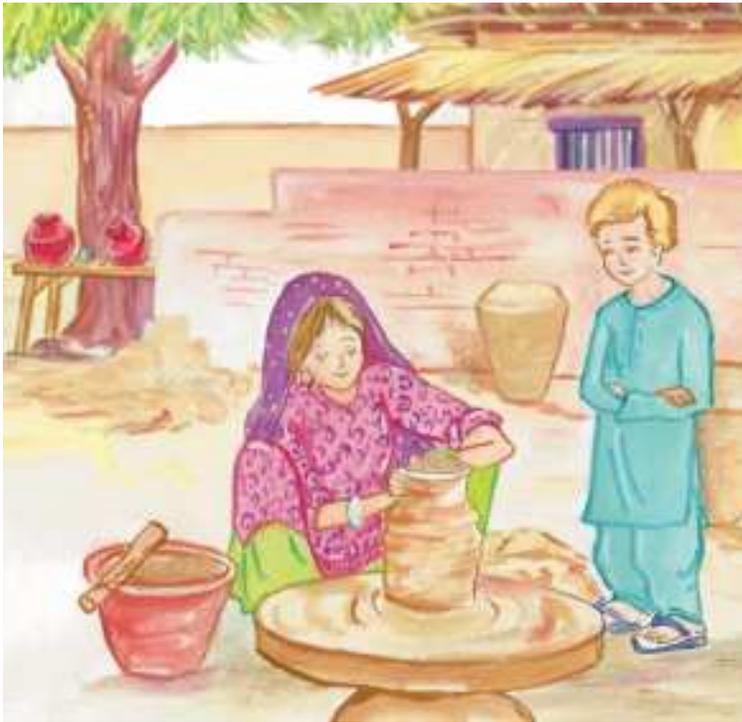
Pre-reading

Teacher's Guidelines: Ask students some of the following questions to activate their prior knowledge:

a) What do you want to be when you grow up?
b) Can you think of some other professions?
c) What kind of work do people in the villages do?

Reading Text

Pottery Making

My aunt Sadori and uncle Jumman are potters. One day, I went to visit them. When I got there I saw that aunt Sadori was shaping a pot on a wheel. She was pushing the wheel. It went round and round. While the wheel was moving, she shaped the pot with both hands. It was fun to watch her smooth and lovely movements. After making each pot, she put it out in the sun to dry.

Note for Teachers: Follow the reading guidelines given in the initial pages of this book. Ask students to do exercise 1 while reading the text.

Some pots and bowls were drying outside in the sun. My cousin Sara was sitting under the Neem tree nearby. She was making patterns on a bowl with a pointed bone. She said, "Hello Raja, I'll come and play with you for a while. I have to make the pattern before this bowl is completely dry."

My cousin Saleh said, 'I also want to play with you. But first I must colour the vase.'

Uncle Jumman said, 'Okay, I'll take Raja to see our kiln in the meantime.' The kiln was outside. It was about eight feet high and twenty feet wide.

A little smoke was coming out from the kiln.

Uncle Jumman said, 'Raja, do not go too near the kiln. It is very hot.'

I said, 'What's inside it?'

Uncle Jumman replied, 'The pots are baking inside. They'll bake for three days. Then we'll take them to the market.'

We were standing near the kiln when I saw Alam.

2.2 READING

He was coming towards us with his donkey.

I asked uncle Jumman, 'What is Alam bringing?'

He said, 'Alam is bringing some clay. Tomorrow I'll make some paste from the clay and then your aunt will make some pots, vases, and toys.'

While Reading

Exercise 1: Read the text and write down the names of all the people in the story.

Post Reading

Exercise 2: Read the text and match column A with B.

A	B
Raja	was making patterns with a pointed bone.
Aunt Sadori	went to visit his aunt and uncle.
Saleh	was coming with his donkey.
Sara	was painting a vase.
Alam	was shaping a pot on a wheel.

Exercise 3: Read the text and complete the sentences to show how uncle Jumman and his family made pottery.

Example: **First,** Alam brought some **clay on the donkey**.

1. **Then,** uncle Jumman made some ______________________________
2. **Next,** aunt Sadori shaped the ______________________________
3. **After** that, she put the pots in the ______________________________
4. **Then,** Sara made some ______________________________
5. **After** that, Saleh coloured ______________________________
6. **Finally,** uncle Jumman put ______________________________

Exercise 4: Complete the sentences given below. Remember to use the capital letter at the beginning of the sentence and the article 'a' or 'an' before a noun, where needed.

What things are needed to do the following?

Example: **Clay is needed** to make the paste.

1. ________________________ to bring the clay.
2. ________________________ to shape the pots.
3. ________________________ to draw patterns.
4. ________________________ to colour the vases.
5. ________________________ to bake the pots.

Exercise 5: What do the following words refer to in the text?

Example: In line 2, **She** refers to **aunt Sadori**.

1. In line 5 **' she'** refers to ________________________
2. In line 6 **'My'** refers to ________________________
3. In line 7 **'She'** refers to ________________________
4. In line 8 **'I'** refers to ________________________
5. In line 10 **'you'** refers to ________________________
6. In line 13 **'It'** refers to ________________________
7. In line 19 **'We'** refers to ________________________
8. In line 21**'He'** refers to ________________________

2.3 WRITING

The writing techniques learnt earlier and the writing tasks in this unit should enable students to:

i. Write sentences using correct punctuation, spelling, and capitalization

ii. Write short informal invitations for a variety of purposes (purpose, date, time, venue and name and address of sender)

iii. Reply: accepting/ declining an invitation

Exercise 1: Rearrange the words given below to form correct sentences. Remember to use capital letters, full stops, and commas.

Example: **cartoons Sana watching was**

Sana was watching cartoons.

1. onions and salma was cutting tomatoes potatoes
2. some plates cups spoons was mother washing and
3. a doll with rani was playing
4. erasers bag and pencils was putting masood in books his
5. bananas and biscuits was eating yamin toffees

Note for Teachers: See guidelines on writing in the initial pages of this book.

2.3 WRITING

Exercise 2: Look at the following invitation from Sadaf to her friend:

Dear Kiran,

I would like to invite you for lunch at my place.

Purpose: To celebrate my brother's success in his BA exams

Day: Sunday

Date: March 2nd, 2017

Time: 1:00 pm

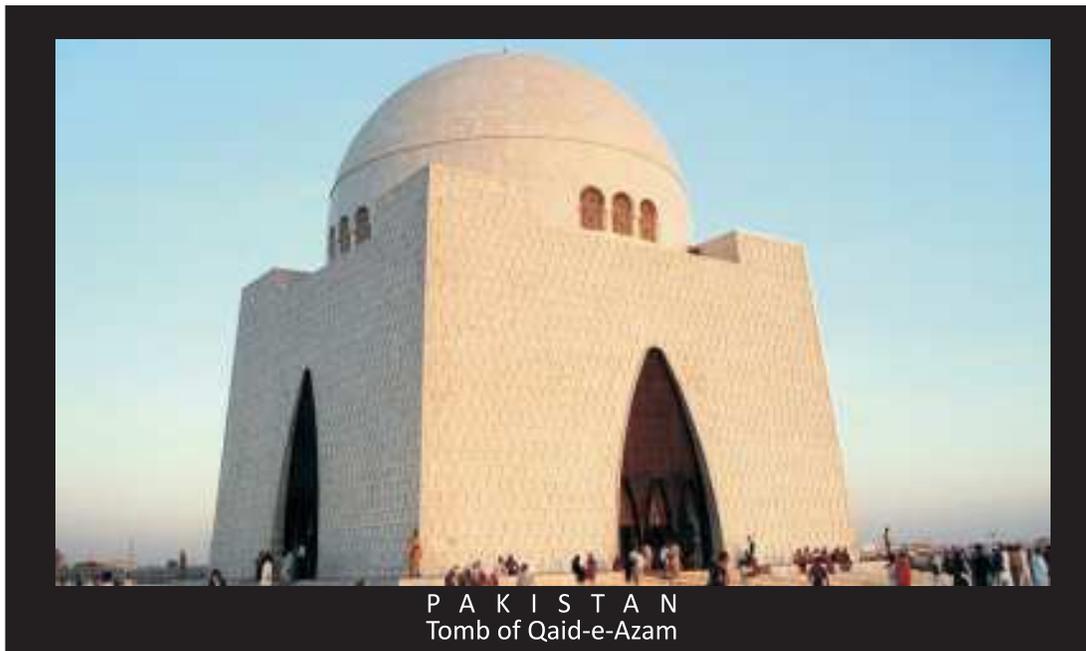
Venue: My house

Sadaf Iqbal

74/A Capri Town

Sulabad, Karachi.

Phone number: 02134 2730987

PAKISTAN
Tomb of Qaid-e-Azam

Based on the above pattern, write an informal invitation to your cousin inviting him/her to lunch at your house to celebrate your sister's engagement.

Draw an invitation card in your notebook. Make it colourful by adding pictures or drawing something and colouring it.

Exercise 3: Your cousin is not able to come and he /she sends you the following brief reply. Fill in the blanks to complete his/her reply to the above invitation.

Dear ____________,

Thank ________ for your ____________. I am _________ I cannot _________ as I have my exams on _____________ . Please congratulate your ____________ on her ___________________.

Best wishes.

____

Exercise 4: Your cousin accepts your invitation and he/she sends you the following brief reply. Fill in the blanks to complete his/her reply to the above invitation.

Dear __________,

Thank ________ for your ____________. I am happy to know about your sister's ____________ . I will be happy to come to your __________ for ___________ on ________________.

Best wishes.

____

Exercise 5: Imagine you are Kiran who has been invited by Sadaf to lunch. Write a brief reply to tell Sadaf that you cannot come because you have fever.

Exercise 6: Imagine you are Kiran who has been invited by Sadaf to lunch. Write a brief reply to tell Sadaf that you will come.

Note for Teachers: Explain to the students the difference between accepting and rejecting an invitation. Tell them that they can fill the gaps in exercises 3 & 4 from the invitation that they have written in exercise 2.

In this section, the students will practice some of the grammar items learnt previously and learn some new ones, including:

i. Change number of regular/ irregular nouns

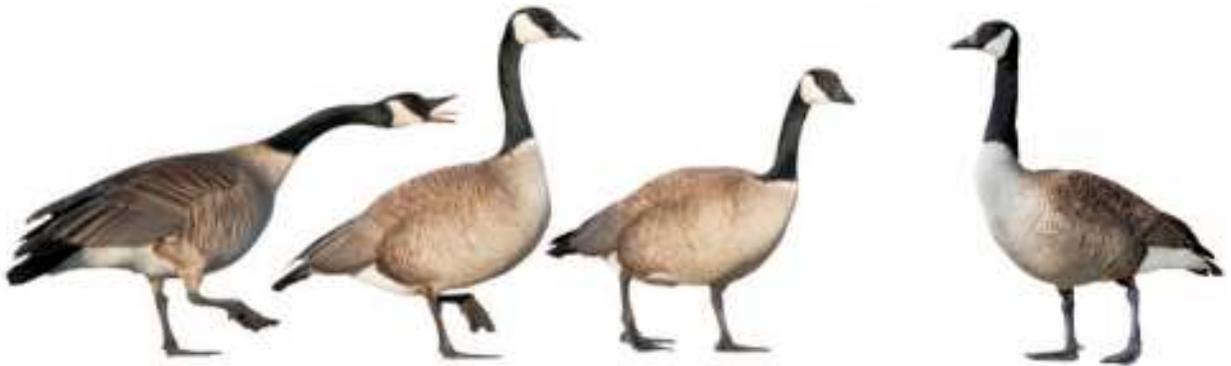
ii. Change gender of nouns (masculine/ feminine/common)

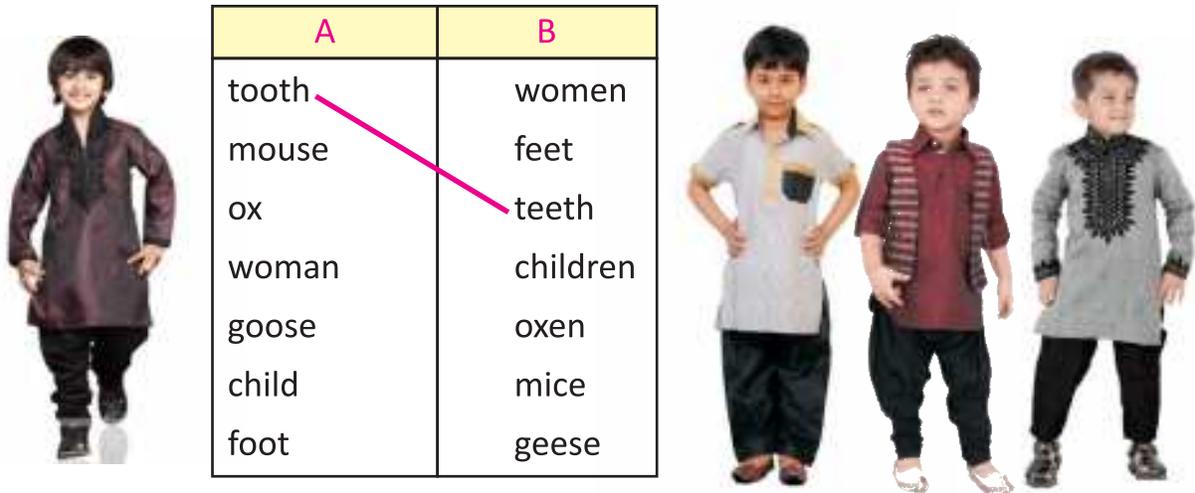
iii. Seeking permission using may/ can)

iv. Past continuous

v. Prepositions

Noun

Exercise 1: Plurals are generally formed by adding 's' or 'es'. For example, toy (singular) becomes toys (plural), and dress (singular) becomes dresses (plural). However, some plurals are formed differently. For example, man becomes men, goose becomes geese, etc.

Read the following and match the singulars in column A with the plurals in column B.

A	B
tooth	women
mouse	feet
ox	teeth
woman	children
goose	oxen
child	mice
foot	geese

Common Gender

Exercise 2: Some common nouns are used for males only (masculine gender), some for females (feminine gender) and some for both males and females (*common* gender). Identify the gender of the following nouns and write 'M' if it is a masculine gender, 'F' if it is a feminine gender, and 'C' if it is the same for both the genders, in the blanks provided. Some of the blanks have been filled to guide you.

1. boy _*M*_
2. lady _*F*_
3. captain _C_
4. grandmother ___
5. postman ___
6. aunt ___
7. principal ___
8. woman ___
9. player ___
10. father ___
11. uncle ___
12. cleaner ___
13. girl ___
14. doctor ___
15. brother ___
16. writer _____

Note for Teachers: For exercise 2, explain to the students what is meant by the terms masculine, feminine, and common gender before asking them to do the exercise.

Use of May, Can

Exercise 3: When Raja visited his aunt and uncle he asked many questions. His questions are in box A and the answers that he got are in box B, in a jumbled order. Pick the correct answer to each question and put the number of the question against each answer, in the space provided. The first one has been done as an example.

S. No.	Questions	Answers
1.	May I try to make a pot?	Yes, please go with him. I'll finish painting this bowl then I'll play with you. ______
2.	Can I put these pots in the sun?	Yes, you can help by putting water in the clay while I mix it. ______
3.	Can we play now, Sara?	No, you need a lot of practice before you can make a pot. __1__
4.	Can I go with Uncle Jumman, Saleh?	Yes, but don't go too near because the kiln is very hot. ______
5.	May I see what's inside the kiln?	Yes, you can help your aunt by putting the pots in the sun. ______
6.	Can I help you make the clay paste, Uncle Jumman?	No, we will play after I have made patterns on the bowl. ______

Note for Teachers: Before asking the students to do exercise 3, explain to them how may/ can are used to seek permission.

Exercise 4: Write down three questions that you can ask your teacher to get permission to do something and three questions that you can ask your parents. One of these questions should begin with 'may', and one with 'can'.

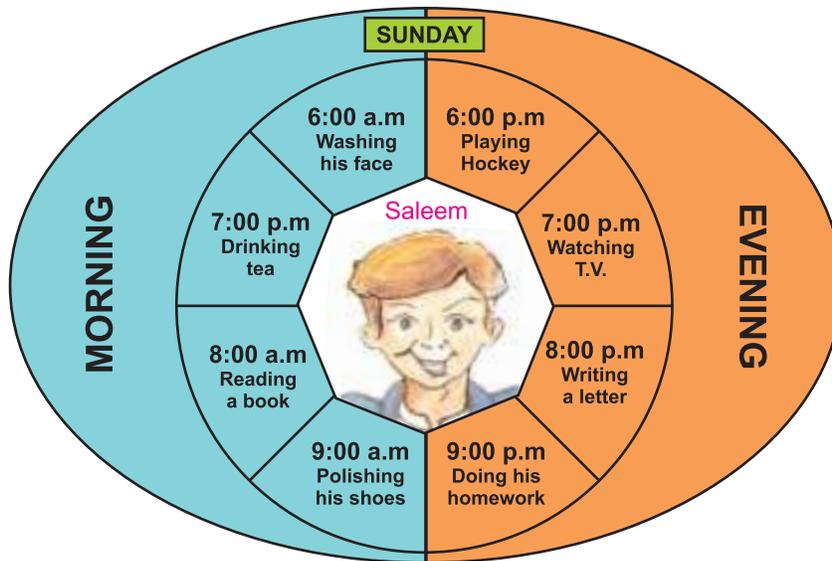
Teacher

1. ____
2. ____
3. ____

Parents

1. ____
2. ____
3. ____

Exercise 5: What was Saleem doing last Sunday? Look at the diagram below and write one sentence for each time given, in your notebook.

Example: At 6.00 a.m. he was washing his face.

Past Continuous Tense

Exercise 6: Answer the following questions using the words given in brackets. Write the answers in your notebook. The first one has been done as an example.

Question: What were you doing at 8:00 a.m., 10:00 a.m., and 11:00 a.m. yesterday morning?

Answer 1: (go to school) I was going to school at 8:00 o'clock.

Answer 2: (sit in the class)____________________________ 10:00 o'clock.

Answer 3: (do my work)___________________________

Question: What was your mother doing at 5:00 p.m., 6:00 p.m., and 7:00 p.m. yesterday evening?

Answer 4: (cook food) ___________________________________.

Answer 5: (wash dishes) ________________________________.

Answer 6: (sleep) ______________________________________.

Exercise 7: Ask your friend the following questions and write the answers in your notebook:

What were you doing at 9:00 p.m. yesterday morning?

What were you doing at 3:00 p.m. yesterday afternoon?

What were you doing at 7:00 p.m. yesterday evening?

Prepositions

Exercise 8: Read the text below and fill in the blanks that follow. The first one has been done for you.

Allah Wasayo is a hard working farmer. His house is near the fields. He wakes up early in the morning and first goes to the mosque to offer prayers. The mosque is in front of his house. After the prayers, he goes to the fields. While walking towards the field, he sees the sun rising in the east. At the corner of the path,he turns right and meets his friend, Bachal. They walk straight ahead and reach the fields. They work hard in the fields the whole day. In the evening, they walk towards their home. Allah Wasayo thanks Allah, the Almighty, for a safe and peaceful day.

1. Allah Wasayo's house is **near** the fields.
2. The mosque is in _______ of the house.
3. While walking towards the field he sees the sun rising _______ the east.
4. He meets Bachal _______ the corner of the path.
5. Both of them work hard _______ the fields all day.
6. In the evening Allah Wasayo and Bachal walk _______ their home.
7. Allah Wasayo is thankful to Allah _______ a safe and peaceful day.

Dictionary Skills

Exercise 1: There are fifteen words beginning with the letter 'S' in the text 'Pottery Making' (pages _____). Read the text and circle the words that begin with 'S'.

Exercise 2:

Draw a big snake in your notebook.

Write these words in an alphabetical order on the snake that you have drawn. Don't forget to look at the second and third letters to put the words in the correct order.

Vocabulary

Exercise 3: Make as many words as you can with the word:

Country

Exercise 4: Put all these words in an alphabetical order.

Exercise 5: Use as many of these words as you can in your own sentences.

Exercise 1: Read the following poem aloud and act it out.

Twins (Poem)

I did not eat your ice cream,

I did not take your socks,

I did not stuff your lunch box

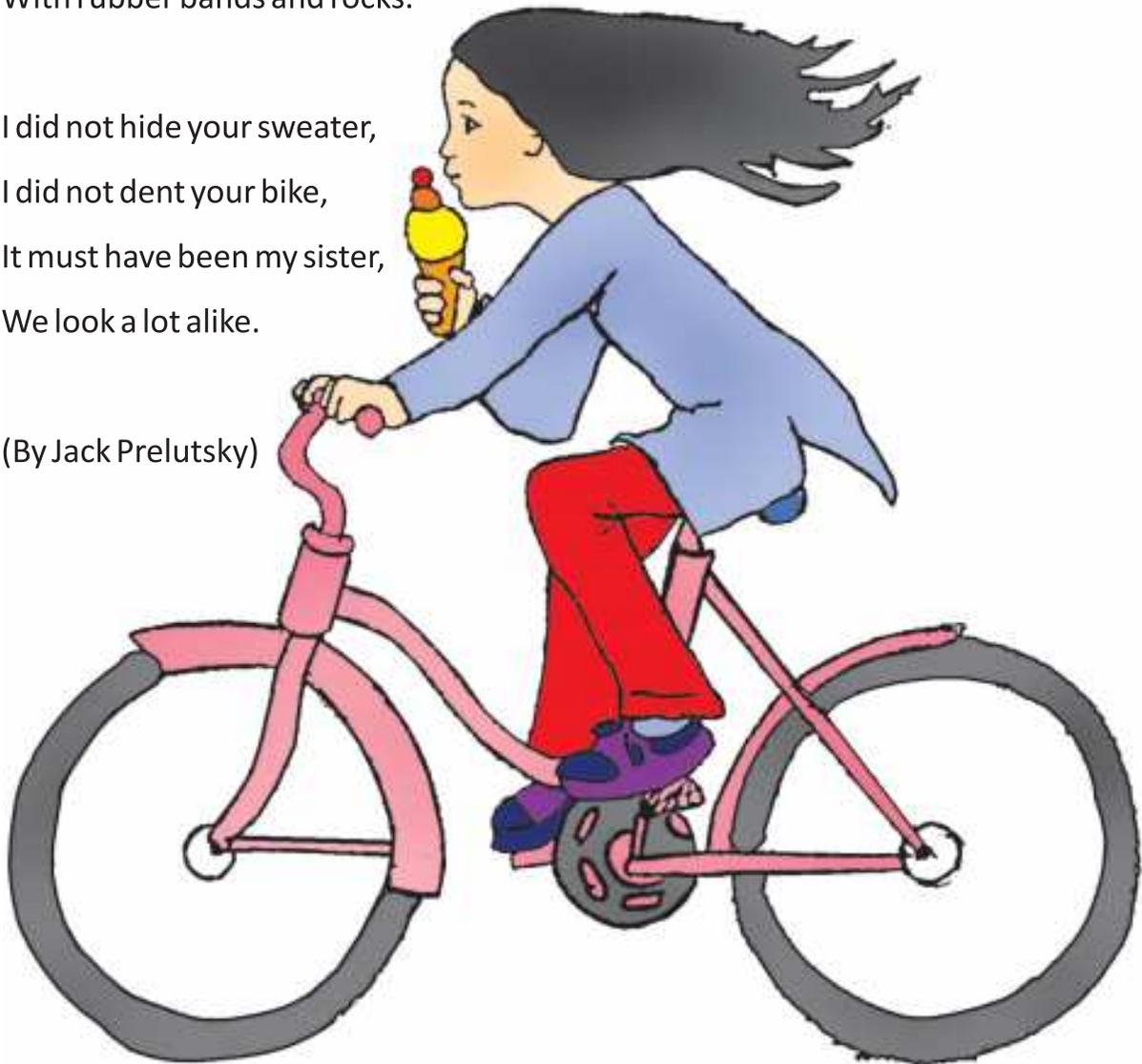
With rubber bands and rocks.

I did not hide your sweater,

I did not dent your bike,

It must have been my sister,

We look a lot alike.

(By Jack Prelutsky)

Exercise 2: Look at the pictures below and fill in the speech bubbles based on the poem on the previous page.

Note for Teachers: Once the students have filled all the bubbles, divide them into pairs and ask them to role play. First one student should play the role of a boy and the other of a girl. Then they should switch roles and repeat the role play.

Unit 3 Importance of Female Education

3.1 ORAL COMMUNICATION

The students will be able to use language verbally to:

i. Give simple instructions and directions

ii. Respond to simple instructions and directions

Dialogue: **Making a mask**

Noman: What are you doing?

Salma: I am making a mask.

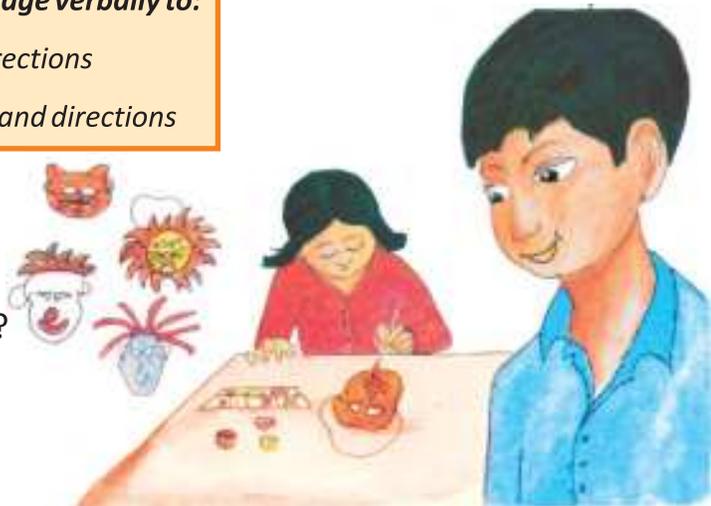
Noman: Can I make one?

Salma: Oh yes, you can! It's very easy. Take a piece of card-paper and make two holes for your eyes. Fix two rubber-bands on the sides to go round your ears.

Noman: What do I do next?

Salma: You can make faces of animals, monsters or clowns on it.

Noman: How can I make it colourful?

Salma: You can paint the mask as you like.

Note for Teachers: Ask the students to make masks in class and encourage them to speak in English. Play a game of 'Guess Who?' by asking three students to go out of the room. One of them puts on the mask and comes back into the class. The students have to guess the name of the child wearing the mask.

3.2 READING

The students will further practise reading techniques learnt in earlier units and learn some new ones, including:

i. Guessing meaning through context

ii. Using critical thinking to respond to text (post reading)

iii. Comprehending questions for responses

v. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title etc. by using prior knowledge

Pre- reading

Teacher's Guidelines: Ask students some of the following questions to activate their prior knowledge:

a) How would you feel if you were not allowed to go to school?

b) What do you want to become when you grow up?

c) What should you do to try and achieve your aim?

Reading Text

The Story of Zahra

This is the true story of a little girl called Zahra. She wanted to study in a school and become a teacher. She wanted all the children in her village to get good education.

Zahra was born in a small village near Mirpur Sakro. When she was five years old she started going to school with her brother, Mateen. She loved her school. She

Note for Teachers: Follow the reading rules given in the guidelines at the beginning of this book.Ask students to do exercise 1 while reading the text.

learnt to read and write. Her books told her about the sun, its light and heat. She also learnt about many insects, butterflies, birds, and animals. She wanted to read more and more.

One day, her teacher told her about two famous nurses, Hazrat Rufaida and Florence Nightingale. Zahra said, "I also want to help people in some way."

Zahra worked hard. She did very well in class five. Her small village only had a primary school. After class 5, all the boys went to the Boys' Middle School in the nearby village. But there was no middle school for girls. Zahra said to her mother, "I want to go to the Middle School too. I want to study more. I want to be a teacher. I want to help children in their studies."

Zahra's father and mother went to the Middle School and said to the headmaster, "Zahra is good at her studies. Please let her study in your school."

The headmaster was a kind man. He said, “All right, Zahra can come with Mateen and study in the school.”

3.2 READING

Zahra was very happy. Every day she walked three kilometres with her brother to go to the Middle School. However, the villagers did not like Zahra going to the boys' school. They said, "Zahra must stay at home with her mother." But Zahra's mother and father replied, “No! She will go to school. She wants to be a teacher.'

The villagers were angry. They said, “She must not cross our village streets, because when our daughters see her, they will also want to go to school.” Poor Zahra and Mateen! Now they had to take a longer route to the Middle School. They had to walk five kilometers to school to avoid the angry villagers.

Zahra was alone in the boys' school. She could not play games. She had no one to talk to, but she was very good in her studies. Her teachers were kind to her. She worked very hard. Year after year she studied, and passed her Secondary School Certificate examinations with an A-grade.

Now Zahra has completed her studies. She will soon become a teacher!

While Reading

Exercise 1: Read the story silently and circle the names of all the people and places mentioned in the text.

Post Reading

Exercise 2: Read the text and underline the correct meaning of the words given below:

Example:	In line 28, alone means:	sad	lonely	**without friends**
1.	In paragraph 1, true means:	nice	real	interesting
2.	In paragraph 4, worked means:	studied	helped	washed
3.	In paragraph 6, All right means:	okay	may be	sometimes
4.	In paragraph 8, cross means:	go round	pass by	go through
5.	In paragraph 8, route means:	place	time	way

Exercise 3: All the following sentences are wrong. Read the text and rewrite them correctly.

Example: Zahra wants to be an engineer. (wrong)

Zahra wants to be a teacher. (correct)

1. She was born in a big town.

____

2. She started going to school when she was seven.

____

3. She didn't like her school.

____

4. One day her teacher told her about Fatimah Jinnah and Razia Sultana.

____

5. Zahra said, “I want to be like them. I want to rule my people.”

____

6. Zahra failed in Class V.

____

7. The headmaster said, “Zahra cannot come to school with her brother.”

____

8. The villagers said, “Zahra must go to school with Mateen.”

____

9. Zahra and her brother walked six kilometres to go to school every day.

____

10. Zahra did not study hard in the school so now she sits at home.

____

Exercise 4: Read the text and answer the following questions. Notice that all the verbs in the questions are in the past tense. This means that all the answers should also be in the past tense.

Example: Why ***did*** Zahra ***want*** to become a teacher?

Zahra ***wanted*** to become a teacher because she wanted all the children in her village to get education.

I. How old was Zahra when she started to go to school?

Ii. Why did Zahra have to go to the boys' Middle School?

Iii. Why did Zahra want to study more?

Iv. How did Zahra want to help people?

V. Why did the villagers not want Zahra to cross the village streets to go to school?

Note for Teachers: Before asking the students to answer the questions in exercise 4, explain to them how they can change questions into answers by (1) noticing the tense in the questions. Also tell them that 'do' or 'did' is often used only to convert a statement into a question and is not used in the answer (2) considering the questioning word (how, why, what, etc) and then answering accordingly. Point out that when a question begins with 'Why' then a reason has to be given therefore the word 'because' is used before the reason (3) using phrases from the questions in their answers, i.e. how the phrase after the verb is often the same both in the question and the answer.

Do some examples with them, using other everyday questions, on the blackboard to explain these points (Why do you want to become a doctor? Why did she cry?).

3.3 WRITING

The writing tasks in this unit should enable students to:

i. *Use ideas for writing, like brain storming, simple mind maps, outlines, etc.*

ii. *Write guided paragraphs based on brainstorming, mind maps, outlines, etc.*

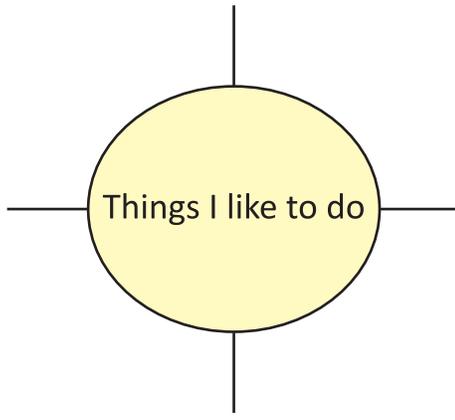
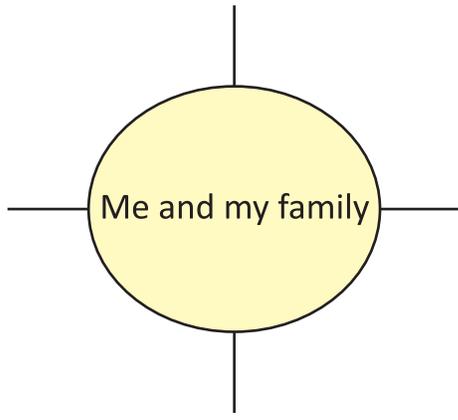
Exercise 1: Write down the names of all the things in the picture above, in your notebook. There are 27 items in the picture.

Exercise 2: Now list them separately under the following headings:

vegetables	clothes	furniture
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________
____________	____________	____________

3.3 WRITING

parts of the body	transport	toys
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________
______________	______________	______________

Exercise 3: Draw two circles on a page as shown below:

As shown above, draw a circle with lines coming out of the circle. In the centre, write ***Me and My Family.*** Write one or two words on each line about yourself and your family. Write as many points as you can think of. Once you have done so, discuss with your partner. You may want to add or delete words after discussing with your partner.

Now do the same for the other topic: ***Things I Like to Do.***

Exercise 4: After the brainstorming, write two paragraphs, one on each of the above topics.

1. ____
____
____
____

2. ____
____
____
____

Note for Teachers: This kind of an activity is called brainstorming and developing simple mind maps. It is very useful for students at all levels for writing paragraphs and essays. Before asking the students to do this task, draw a circle on the blackboard, write a small topic in the centre, for example, People of Pakistan, draw lines and ask students to say one or two words about the people of Pakistan that come to their mind. Write these words on the blackboard. This will make it clear to the students what they have to do and how they should do it.

After the students have done their brainstorming show students how they can use the information from their brainstorming to write a paragraph.

3.3 WRITING

Exercise 6: Look at the following school schedule which shows when different things will happen in Abdullah's / Salma's school. Imagine you are Abdullah / Salma and write a short note to your friend telling him/her what is happening in November and December in your school and when you will visit him/her.

You can begin like this:

Dear Ahmad,

I have my midterm exams from November 9 to 16. We will ....

November	
9-16	Midterm Exams
23	Results
27	My birthday

December	
2	Parents Teachers Meeting
14	Annual Sports Day
19	Last working day then winter holidays

In this section, the students will practice some of the grammar items learnt previously and learn some new ones, including:

i. Comparative degree of regular adjectives

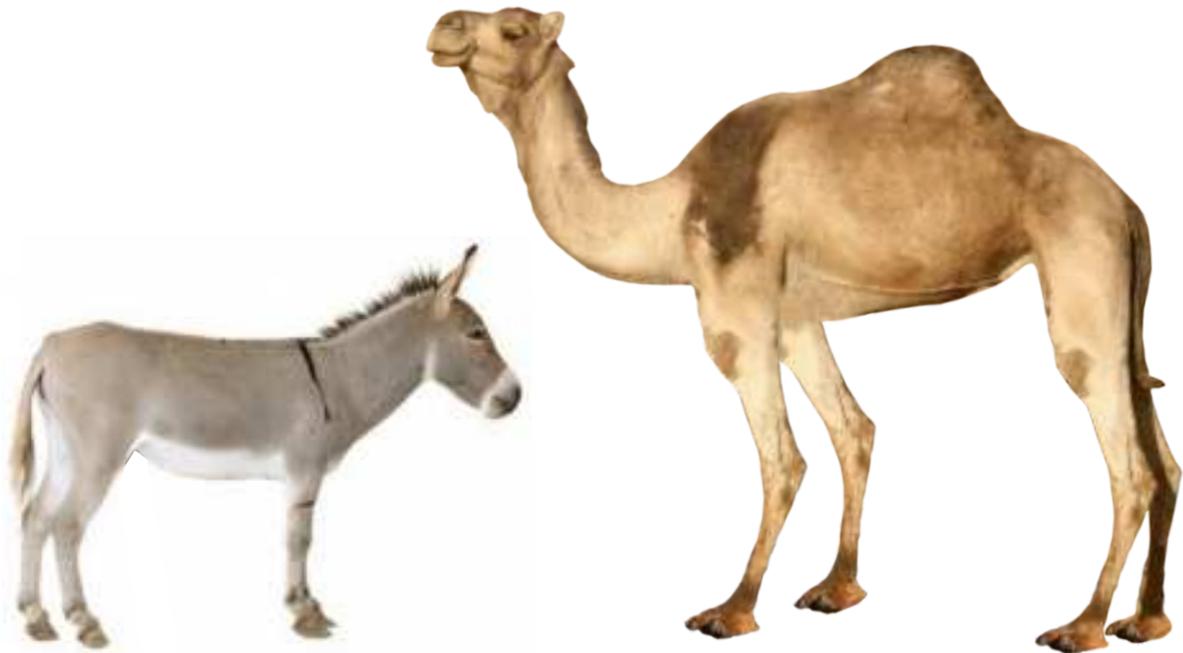
ii. 'Wh' questions and how to give responses to them

iii. Articles 'a', 'an', 'the' (as per sound)

Adjectives

Exercise 1: Read the text below and answer the questions in your note book.

Example: Which one is taller, the donkey or the camel?

The camel is taller than the donkey.

Samad went to Karachi to visit his cousin Ahmed. Ahmed lived in a flat on the first floor. In the evening Samad and Ahmed stood on the balcony and looked at the traffic on the road below. There were all sorts of carts, cars and buses on the road.

3.4 GRAMMAR

Samad: Look at the camel cart. It is bigger than the donkey cart.

Ahmed: Yes. That is because the camel is taller than the donkey.

Samad: And the camel cart is also moving slower than the donkey cart.

Ahmed: Carts are never very fast. I like cars because they are smaller and faster than buses:

Samad: I also like cars but they cost a lot of money.

Ahmed: Yes, they do. But bicycles are cheaper, so I will buy a bicycle first. Perhaps, I will have a car of my own one day.

1. Which one is bigger, a camel cart or a donkey cart?
2. Which one moves slower, a camel cart or a donkey cart?
3. Which is smaller, a bus or a car?
4. Which one moves faster, a bus or a car?
5. Which one is cheaper, a car or a bicycle?

Exercise 2: Read the facts below and fill in the blanks with the words given, using the 'er' + than form:

S.No.	Physical Feature	Size
1.	Atlantic Ocean	large
2.	Indian Ocean	small
3.	River Nile	long
4.	River Indus	short
5.	Mount Everest	high
6.	K2	low

Example: The Atlantic Ocean is larger than the Indian Ocean.

1. The Mount Everest is _______________ K2.
2. The River Indus is _____________ the River Nile.
3. The Indian Ocean is ___________ the Atlantic Ocean.
4. The River Nile is _____________ the River Indus.
5. K2 is ___________ Mount Everest.

Adjectives

Exercise 3: Look for someone in your class who is taller/ shorter/ older/ younger than you, and write six complete sentences using these words.

Example: Shamim is taller than me.

Punctuation

Exercise 4: Rearrange the words given below to form correct sentences. Remember that these sentences are questions. They all end with a question mark (?). Look at the example carefully.

Example: the children are what doing
What are the children doing?

1. your mother going where is
2. the little girl is what eating
3. book this why you are reading
4. my house are you when coming to
5. brother your is why crying
6. can you get how good marks
7. your grandmother does live where
8. favourite colour is what your
9. sad is why the little girl
10. today is your mother how feeling

Exercise 5: Write short answers to all the questions given above. Look at the examples below and see how the main words in the question are used in the answer and how the question words are dropped.

Example: **What** *are the children eating?*

The children are eating **food.**

Where *does he live?*

He lives in Badin.

Article a/an

Exercise 6: In the following exercise, fill in the blanks with 'a' or 'an'. Remember that 'a' is used only before a singular noun that begins with a consonant sound and 'an' is used when the noun begins with a vowel sound before a singular noun.

e.g. a boy, a book, a unit, a uniform, an apple, an umbrella, etc.

Yesterday we went to the market to buy some things. My mother bought ___ dress and ___ bag. My sister bought ___ book, ___ inkpot, and ___ eraser. My brother wanted many things but he was not allowed to buy everything. Finally, he said that he wanted ___ bat, ___ umbrella, ___ hat, and ___ shirt. My father only wanted something to eat so he bought ___ ice cream, ___ packet of biscuits, ___ cake, and ___ egg. We also bought some things for my grandmother. We knew what she liked so we bought ___ papaya, ___ melon, and ___ orange for her. We all returned home in ___ taxi. We paid ___ hundred rupees to the taxi driver.

Note for Teachers: Before asking the students to do exercise 5, explain to them on the blackboard how the main words in the question become a part of the answer and how the question words are dropped. Also explain to them that in the question the noun or pronoun is between the main and helping verb (as in the two examples above). Tell the students that the words 'do' and 'does' in the question also get dropped in the answer.

The article ‘the’ is used when talking about a thing / person / place / direction etc. It is used with names of oceans, seas, rivers, mountains, etc. It is also used with the superlative degree.

Exercise 7: In every dialogue given below, the article 'the' is missing in two places. Discuss with your partner and decide where the article 'the' will be used in two places in each dialogue. After discussing, write the complete dialogues, using the article 'the', in your notebook.

Hamida: Yes! They have blocked **the** sun and __________wind.

Rani: Look at **the** sky! Clouds are coming in very fast!

Hamida: Yes! They have blocked the sun and _____ wind is also very strong.

Rani: I must tell my father to move ___ newest boat away from ___ River Indus.

Hamida: You must also tell him that ___ rain is coming from ___ Arabian Sea.

Rani: Yes. ____ wind is blowing from ___ south.

Hamida: I think it will start raining in ____ afternoon or in _____ evening.

Example:

Rani: Look at **the** sky! **The** clouds are coming in very fast!

Exercise 8: Fill in the following blanks with 'a', 'an' or 'the'.

Pakistan is ___ big country. It has many natural features. It has ___ Arabian Sea in ___ south and high mountains in ___ north. ___ longest river in Pakistan is ___ river Indus.___River Indus is ___long river as it travels right from ___ north of ___ country to ___ south, where it falls into ___ Arabian Sea. ___ highest peak in ___ world, Mount Everest, is in Nepal but ___ second highest peak, K2 , is in Pakistan. We can see this peak if we take ___ trip to Gilgit Baltistan. If we go to Gilgit Baltistan by road we may see ___ ibex, which is ___ kind of ___ mountain goat. We may also see ___ hot water spring or we can drink cold water from ___ stream.

Note for Teachers: Once the students have been taught the use of the articles 'a', 'an' and 'the' make sure that they use these articles correctly in all their written work. This way, they will learn to use these articles meaningfully and not only for filling the blanks.

Vocabulary and Dictionary Skills

Exercise 1: Draw a slide like the one shown below in your notebook. Fill the slide with names of things you see in a garden.

Exercise 2: Put the words in an alphabetical order, those you have written in the slide.

Exercise 3: Make as many words as you can with the word:

Exercise 4: Use as many of these words as you can in sentences.

Note for Teachers: Ask students to draw a big slide in their notebooks (as shown in the picture above) and write the names of things they can see in a garden on the slide.

Exercise 1: Ask the students to recite the poem loudly with actions.

I wish... (Poem)

I am tired of being little,
I am sick of being thin,
I wish that I were giant size
With whiskers on my chin.

No one would dare to tease me
Or take away my toys,
For I would be much bigger
Than the biggest of the boys.

I'd never be afraid again,
If I were ten foot three,
I wish that I were giant size
Instead of small like me.

(By Jack Prelutsky)

Exercise 2: The boy in the poem above did not like being small. Say one thing that you do not like about yourself. How do you want to change it? What will happen if it changes the way you want it to change?

Note for Teachers: Encourage the students to use gestures and facial expressions to express the feelings of the boy who wrote this poem. Let them enjoy themselves while reciting it.

Truthfulness

4.1 ORAL COMMUNICATION

The students will be able to use language verbally to:

i. Offer an apology

ii. Accept an apology

Dialogue: **In a classroom**

Teacher: Where's your book?

Student: I left it at home.

Teacher: Where's your note-book?

Student: I'm sorry, I forgot to bring it.

Teacher: You have become very careless. I must tell your parents.

Student: I'm really sorry, teacher. I won't do it again.

Teacher: OK. This time I'll forgive you. But in future you must always bring all your books to class.

Student: Thank you teacher. I'll be very careful in the future.

Note for Teachers: Divide the students into pairs and ask them to role play the above dialogue. First one of them acts as the student and the other as a teacher. Then they reverse the roles and again repeat the dialogues. After they have done this, change their partners. Ask the new pairs to play other roles using other objects but the same dialogue.

The students will further practise reading techniques learnt in earlier units and learn some new ones, including:

i. Use context to infer missing words
ii. Use critical thinking to respond to text (post reading)
iii. Summarize a story through a gapped summary exercise
iv. Re-tell a story briefly but sequentially

Reading Text

The Sad Story of My Peacock

I used to have a pet peacock called Miru.

I loved him very much. Our village has lots of large fields around it and Miru used to wander in them all the time.

In the evening he would come back home and dance beautifully.

Note for Teachers:

Tell the students to draw the picture of an animal that they have as a pet now, or had in the past, or would like to have in the future. Next, ask them to tell their partner something about their pet. After they have done so tell them that the title of the story is 'The sad story of my peacock'. Ask them what they think the story is about.

One sad evening, Miru did not come home.

I was worried and wanted to search for him.

'Miru might have found a friend,' laughed my father.

'You'll see, tomorrow he'll come back with his friend.'

I did not sleep for a moment that night.

As soon as it was morning, we started searching for Miru.

I went to his favourite tree. He was not there.

I went to the bushes near the pond. He was not there.

Then I went into the fields. I called 'Miru, Miru.

' He did not come.

Then I whistled, but there was still no Miru.

A farmer was ploughing his field.

'What are you looking for, Saifullah?' he asked.

‘My pet peacock, Miru,' I said.

'He did not come back last night.

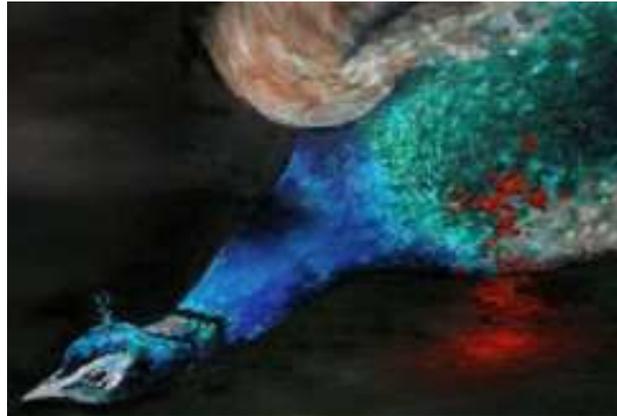
Have you seen him anywhere?'

A peacock? I shot one last night

because I like eating peacocks,' he said.

‘Was the peacock wearing a silver ring

on his foot?' I asked tearfully. ‘Yes, he was,' replied the farmer.

'Oh, my poor Miru,' I started sobbing. 'He used to dance so beautifully.’

I cried and cried. My eyes were red.

The farmer wanted to console me

but I could not stop crying. Then

the farmer said, 'I am sorry, little boy.

I promise never to shoot a peacock again.’

My Miru was dead but at least other

children's peacocks in my village were now safe.

While Reading

Exercise 1: Read the text and find out how many times the word ‘night’ appears in the text.

Note for Teachers: Follow the reading guidelines given in the initial pages of this book . Ask students to do exercise 1 while reading the text silently.

Post Reading

Exercise 2: Read the text and match the words given below with their meaning.

1.	Line 1	pet	with eyes full of tears
2.	Line 2	wander	favourite tame animal
3.	Line 4	search	comfort in time of sorrow
4.	Line 12	ploughing	crying
5.	Line 16	tearfully	turning the soil over
6.	Line 18	sobbing	look for
7.	Line 19	console	go from place to place

Exercise 3: Who said the following words? Read the text and write down the name of the person who made the following statements. Follow the example.

Example: 'Miru, Miru' _____Saifullah_____

1. 'Tomorrow he'll come back with his friend.' ________________
2. 'What are you looking for?' ________________
3. 'He did not come back last night.' ________________
4. 'I like eating peacocks.' ________________
5. 'Was the peacock wearing a silver ring on his foot?' ________________
6. 'Yes, he was.' ________________
7. 'Oh, my poor Miru.' ________________
8. 'I promise never to shoot a peacock again.' ________________

Exercise 4: Read the text and write the words that complete the story below: The first sentence has been done for you.

Saifullah used to have a pet peacock called Miru. He loved his ___________very much. One sad _________ Miru did not come _________. Saifullah did not sleep all night. In the morning he started looking for __________. He looked everywhere but could not ______ Miru. He met a _________ and asked him. 'Have you _________ my peacock anywhere?'

The farmer said, 'Oh I ________ one last night because I _________ eating peacocks.' Saifullah was very sad and he ________. Then the farmer said, 'I am ________ . I ________ not shoot a peacock ever again.'

Exercise 5: Read the text and answer the questions given below.

i. Where did Saifullah live?

ii. What time did Miru usually come home?

iii. What happened one evening?

iv. What did Saifullah's father think when Miru did not come?

v. Where did Saifullah search for him?

vi. Why did the farmer shoot Miru?

vii. Why did Saifullah think that other children's peacocks would be safe?

Exercise 6: Write the story in your own words in your notebook.

The writing tasks in this unit will enable students to:

i. Rewrite a simple paragraph by replacing words and phrases.

ii. Write a simple poem

iii. Identify the elements of a story: a) beginning, middle, and end b) characters and their roles c) setting d) dialogues

iv. Write a short story using the elements of story writing

Exercise 1: Read the text given below and rewrite it in your notebook by replacing the underlined words and phrases with one of the words given at the top. The words that can be used in each of the paragraphs have been given separately to help you.

Paragraph 1:	chance	competitions	internationally
	biggest	chosen	
Paragraph 2:	first	initial	team
	got	participants	also

The Winners

Three 15-year-old students were selected to represent Pakistan in one of the largest high school tournaments in the world. This was the Karl Popper Debating Championship (KPDC). This gave them an opportunity to visit Mexico for the first time. The visit also made them and Pakistan famous throughout the world.

4.3 WRITING

The Pakistani team won the final against the group from South Korea. The team won this debate competition after winning six preliminary rounds, three elimination rounds, and the grand final round. Additionally, all three contestants were listed in the top 10 speakers of the tournament. Zainab Hameed, a student of the Karachi Grammar School got the top position in the competition, while Azeem Liaquat, a student of the Salamat International Campus for Advanced Studies in Lahore, came second. The third student, Ahmed Shujaan, from the Aitchison College, was not far behind and bagged the fifth position among more than 200 participants.

Exercise 3: A story has certain elements as shown below:

Story

(1) Beginning	(2) Characters	(3) Setting	(4) Dialogues
Middle	Their roles	Place	
End		Time	

Read the story 'The Sad Story of My Peacock' in section 4.2 and fill in the following gaps. The first one in each group has been done for you.

(1) Saifullah tells us about his pet and what happened at the <u>beginning</u> of the story.

He tells us about the death of his peacock at the _____ of the story.

He tells us when and how he looked for his pet in the ______ of the story.

(2) Animals and birds can also be characters in a story. There are four characters in this story. They are Saifullah, __________, __________, and __________.

(3) The setting is the village and fields where _________ lived.

The time is the evening of day one, the ________ of day one, and the __________ of day two.

(4) In this story there is _1_ dialogue by Saifullah's father.

There are _____ dialogues by Saifullah.

There are _____ dialogues by the farmer.

Exercise 4: Write a short story that you have read or heard, in your own words. Make sure that your story has all the elements of a story mentioned above.

Note for Teachers:

Before asking the students to write the story, in exercise 3, review the elements of a story by asking them what they are and writing them on the blackboard. Tell the students that once they have written their story they should check it to see that it has all the elements that a story should have.

In this section, the students will practice some of the grammar items learnt previously and learn some new ones, including:

i. Possessive adjectives

ii. Use action verbs to describe past events

iii. 'do', 'have' as main and helping verbs

iv. Degrees of adjectives: superlatives of regular adjectives

v. Conjunction 'or'

Possessive Adjectives

Exercise 1: Rewrite the following jumbled up sentences in the correct order. Once you have done that, underline the possessive pronouns, that is, the adjectives that are used before a noun to show to whom that thing belongs or it shows one person's relationship with another. Remember to follow the rules of capitalization and punctuation.

Example: near house my he lives

He lives near my house.

Note for Teachers: Before asking students to do exercise 1, ask them simple questions like: Whose book is this? Whose teacher am I? Who cooks food for you? Whose bag is this? Point out to them that words like my, her, our, etc. show possession, that is, they show to whom the things belong, or the relationship people have with each other. Write some of the answers on the blackboard to explain the point and underline the adjectives.

I. with his mother was walking the little boy

____

ii. my book has lost her new sister

____

iii. lahore have gone to their parents

____

iv. with her was angry her teacher

____

v. good friends are my brother and your brother

____

vi. sold our old car we have

____

vii. its paw the cat is licking

____

Use of used to

Exercise 2: The text below mentions three things that Rani's grandmother used to do. Read the text and fill the blanks given below:

Rani: Grandma, tell me about your childhood.

Grandma: Oh, I used to be very naughty.

Rani: What did you do?

Grandma: I used to climb trees.

Rani: What's wrong with that?

Grandma: My mother did not like it. She used to be angry with me.

Rani: What else did you do?

Grandma: I used to waste a lot of water.

4.4 GRAMMAR

i. Rani's grandmother used to ______________________

ii. Rani's grandmother used to ______________________

iii. Rani's grandmother used to ______________________

Exercise 3: Write about five things that you used to do when you were in Class I/ II/ III. Study the example carefully.

Example: When I was in Class One I used to collect feathers.

1. ____
2. ____
3. ____
4. ____
5. ____

4.4 GRAMMAR

Exercise 4: Find out from your grandmother, grandfather, and parents what they used to do when they were of your age. Then write ten sentences about them in your notebook.

Example: My grandfather used to walk to school every day.

Use of Do and Have

Exercise 5: Both 'do' and 'have' can be used as main and as helping verbs. Look at the following examples:

Example: I always ***do*** my work on time. (M) ('do' main verb)

They ***do*** not ***talk*** loudly in the class. (H) ('do' helping verb and 'talk' main verb)

We ***have*** two cows and five goats. (M) ('have' main verb)

You ***have eaten*** two bananas. (H) ('have' helping verb and 'eaten' main verb)

4.4 GRAMMAR

In the following sentences write 'M' if 'do' and 'have' are used as main verbs and 'H' if they are used as helping verbs, as done in the examples above. Remember that with he, she, and it 'do' changes into 'does' and 'have' into 'has'.

i. We must always **do** as our parents tell us. _______

ii. They **have** finished their work before time. _______

iii. She is a nice person and **does** many good things. _______

iv. Our teacher **has** said that she will take our test next week. _______

v. The doctors **have** agreed to work in villages once every week. _______

vi. You **do** your homework now and play in the evening. _______

vii. My father **does** not drink tea at night. _______

viii. The soldiers **do** their duty and help us in all difficult times . _______

ix. I **have** not paid my school fees as yet. _______

x. My grandfather **has** a big house in the village. _______

Exercise 6: Write two sentences for each one of the following groups:

'do/ does' as main verbs

'do/ does' as helping verbs

'have/ has' as main verbs

'have/ has' as helping verbs

Note for Teachers: Before asking the students to do exercise 5, explain to them the difference between a main and helping verb by using the examples given above and by using some other examples.

Degrees of Adjectives

Exercise 7: The comparative form of regular adjectives is adjective + er and the superlative form of regular adjectives is adjective + est. For adjectives that end in 'y' the rule is that 'y' is removed and 'i' is added before adding 'er' or 'est' (for example 'tidy' becomes 'tidier' and 'tidiest')

Fill the blanks in the following table according to the degrees of the adjectives.

S. No.	Positive degree	Comparative degree	Superlative degree
1.			tallest
2.	clean		
3.	pretty		
4.		smaller	
5.	slow		
6.		dirtier	
7.			sweetest
8.	fast		
9.		tastier	
10.			shortest

Note for Teachers: The students may know the rules about the degree of adjectives but before asking them to do this exercise discuss the rules with the class to ensure that all students understand these rules.

Conjuction

Exercise 8: Ask three students in your class what they like from a group of three items. Write their responses in the blanks provided. Here is how you do it.

Example: **You:** Which colour do you like, black, green or orange?

Sameera: I like green.

You: Sameera does not like black or orange. She likes green.

i. Which is your favourite fruit, apple, orange or mango?

Student 1 (Umer) ________________

Student 2 (Samad) ________________

Umer's favourite fruit is not ________________________. It is _________.

Samad's ____.

ii. Which songs do you like folk, pop or sufi songs?

Student 1 ________________

Student 2 ________________

________ favourite songs are not ________________ songs. They are ______ songs.

____

____.

iii. What do you like to do in your free time, play games, read books or watch TV?

Student 1 ________________

Student 2 ________________

________ does not ________________ in his/ her free time. He/She ____________________.

____
____________________.

Exercise 9: Now answer the above three questions for yourself and write about your likes in the same manner as you wrote above for your friends.

i. My favourite fruit is not ______ or ______. It is _______.

ii. My favourite songs are not ____________________________________.

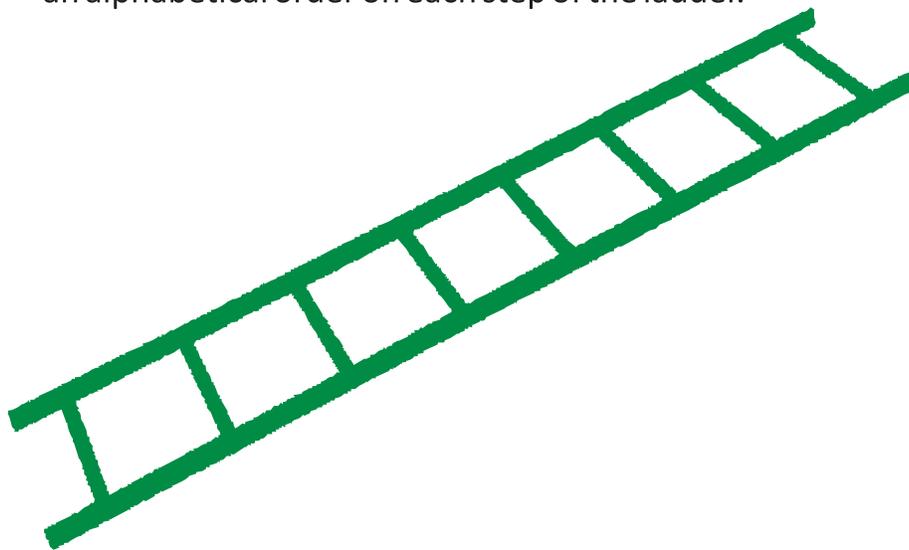
iii. I do not ____.

Note for Teachers: Tell students that conjunction joins two sentences.

Vocabulary and Dictionary Skills

Exercise 1: Make as many words as you can with the word:

Farmyard

Exercise 2: Draw a ladder, as shown below, in your notebook. Put the words in an alphabetical order on each step of the ladder.

Exercise 3: Use as many of these words as you can in your own sentences.

Pretending (Poem)

It's fun to be this,

It's fun to be that,

To leap like a lamb,

To climb like a cat,

To fly like a bird,

To hop like a frog,

To swim like a fish,

To trot like a horse.

It's fun to pretend,

These creatures to be.

Yet not one is clever

At copying me.

Exercise 1: Recite the poem loudly with actions.

Exercise 2: Which creature would you like to be? Why?

My Country

5.1 ORAL COMMUNICATION

The students will be able to use language verbally to:

i. Use polite expressions to seek attention

ii. Make polite requests for personal reasons

Dialogue: Homework

Meena: Excuse me, teacher.
Can I talk to you for a minute?

Teacher: Sure. What is it?

Meena: I was not able to complete
my homework as my mother was ill.

Teacher: I'm sorry to hear that. What happened?

Meena: She had diarrhoea and vomiting.

Teacher: Is she all right now?

Meena: Yes, we gave her ORS and that helped her.

Teacher: I'm glad to hear that you gave her ORS.

Meena: Can I please submit my work tomorrow?

Teacher: Sure, you can. You always do your work on time.

Meena: Thank you, teacher.

Note for Teachers: Divide the students into pairs and ask them to roleplay the above dialogue. First one of them acts as Meena and the other as the teacher. Then they reverse the roles and again repeat the dialogues. After they have done this, change their partners. Ask the new pairs to play other roles using other reasons but the same dialogue.

The students will further practise reading techniques learnt in earlier units and learn some new ones, including:

i. Generate questions to understand the text

ii. Describe a series of events

iii. Use pre-reading strategies to predict the content/vocabulary of a text from picture and title etc. by using prior knowledge

Pre-reading

Teacher's Guidelines: Ask the students the following questions:

- ❑ Can you remember a time when something went wrong?
- ❑ What did you do?
- ❑ What did your family do?
- ❑ Is there something else that you or your family could have done?
- ❑ Do you think floods are a blessing? Why? Why not?

Reading Text

Floods, blessing in disguise

The floods during the monsoon season in 2010 affected people in all the four provinces of Pakistan. Thousands of people lost their family members, relatives or friends. Thousands, in fact hundreds of thousands, became homeless. Huge areas of land were flooded and the crops were destroyed. People lost cattle, chickens, and other sources of income. But, people had faith in Allah. They did not give up hope. Soon, things started to change for the better for many of them.

Note for Teachers: Follow the reading guidelines mentioned in the initial pages. Ask students to do exercise 1 while reading the text.

5.2 READING

The floods were a blessing in disguise for Haseena Mai. She was a widow and a mother of three children. Before the floods, she worked as a maid in people's houses to feed her children. During the worst floods in Pakistan's history, Haseena lost her house and her job. Then, one of the non-governmental organisations (NGO) started work for the flood affected people gave her 50 hens with feed for three months. By the time the water receded, the hens were big enough to lay eggs. Haseena sold the eggs, then she bought more feed and also more hens. She now owns a small poultry farm and earns around Rs. 30,000 each month. Haseena has become an inspiration for the men and women in her area.

Haseena is not alone in her success. There are others also who did not give up when faced with the disaster. They kept up their hopes and fought for a better life even when everything was lost. One such person was Rana Mumtaz Ali. Several acres of his agricultural land were lying barren because of salinity before the floods. However, when the floods came they brought fertile soil to his land. The result was that around 100 acres of his once barren land became very fertile. In the season after the floods this land produced 1,760 kilogrammes of wheat per acre.

According to Rana Mumtaz Ali, 'The crop was so thick that even a snake could not find place to go in.'

According to another farmer, Muhammad Sharif, an area of around 15 kilometres of infertile land in his region could now be cultivated. Moreover, in areas where the wheat production per acre before the floods was around 2,200 kilogrammes (kgs), it increased to 2,600 kgs per acre after the floods.

Floodwater lakes also provided livelihood to people. For example, one of the lakes that was naturally formed by the floods in one of the affected areas had plenty of fishes. One of the persons living in this area, Jamshed, said that he could easily catch up to 15 kilogrammes of fish from that lake and sell it in the market. He said that, for him, the lake had proved to be a blessing. In fact, the number of such fisheries increased by about thirty percent after the floods.

While Reading

Exercise 1: In this text, find out how many people benefitted from the floods? Write down their names.

Post Reading

Exercise 2: In the following sentences the meaning of some of the words used in the text is given. Read the text and find out which word in the text matches the meaning. The first one has been done as an example.

I. In paragraph 1, the word _***cattle***_ means animals kept on farms for their milk and meat.

ii. In paragraph 2, the word __________ means something that brings happiness.

iii. In paragraph 2, the word __________ means something different from normal.

iv. In paragraph 2, the word __________ means a woman whose husband has died.

v. In paragraph 2, the word __________ means a woman who works as a servant in a house.

vi. In paragraph 2, the word __________ means food for birds/ animals.

vii. In paragraph 2, the word __________ means moved back.

viii. In paragraph 2, the word __________ means a person whom others want to follow.

ix. In paragraph 3, the word __________ means an event that causes great damage or loss of life.

x. In paragraph 3, the word __________ means land on which crop does not grow.

xi. In paragraph 3, the word __________ means too much salt in the land.

xii. In paragraph 3, the word __________ means land that can produce good crops.

xiii. In paragraph 4, the word __________ means used for growing crops

xiv. In paragraph 5, the word __________ means source of income.

Exercise 3: The following statements can be found in **paragraphs one and two** of the reading text above. Read the text and first complete all the questions. Remember, many words are the same in both the question and the answer.

After you have done the questions write the answers. The first one has been done for you.

i. **Who was** affected by the monsoon floods in 2010?

People in all the four provinces of Pakistan were *affected by the monsoon floods in 2010.*

ii. How many people____________________?

______________________________ people became homeless.

iii. What ___________________ did the people lose?

The people lost their _____________________________________.

iv. What did Haseena Mai do_________________________?

Haseena Mai _____________________in people's houses before the floods.

v. What did ____(NGO) give her?

One of the non-governmental organisations (NGO) gave her _______________.

vi. What did she do_____________________?

After selling the eggs, she _____________________________.

Note for Teachers: Before asking students to do exercise 3, explain to them how some of the information in the questions helps in completing the answers and howsome of the information in the answers helps in completing the questions. In the examples above, the words in italics are repeated in both the question and the answer. However, the answers **(in bold print)** can be found by reading the text.
Use other everyday use questions to explain this point on the blackboard.

5.2 READING

Exercise 4: The following answers are given in **paragraph three.** Read the text and write the questions to which these answers are given. Remember to use the question mark at the end of the question. The first one has been done for you.

i. *Why was Rana Mumtaz Ali's land lying barren?*

Rana Mumtaz Ali's land was lying barren because of salinity.

ii. ____

The floods brought fertile soil to his land.

iii. ____

After the floods his land produced 1,760 kilogrammes of wheat per acre.

iv. ____

The crop was so thick that even a snake could not find place to go in.

Note for Teachers: Give some simple statements like 'My mother cooks food every day' and ask them to frame a question for it. Respect the rules with the help of exercise 3.

Exercise 5: Now read paragraphs four and five and write three questions and their answers in your notebook.

Exercise 6:

i. How were the people affected by the floods?

ii. Why did people not give up hope?

iii. How were the floods a blessing in disguise for Haseena Mai?

iv. How has Haseena Mai become an inspiration for the people in her area?

v. How did Rana Mumtaz Ali benefit from the flood?

vi. How did Muhammad Sharif benefit from the flood?

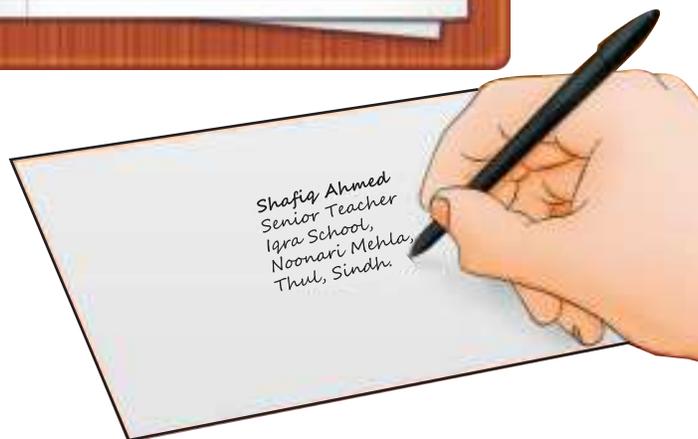
vii. How did the floods affect Jamshed?

5.3 WRITING

The writing tasks in this unit should enable students to:

i. Use conventions of letter writing: address, date, salutation, body, closing, to write a letter

ii. Write a short reply to a short informal letter from friends and family members

5.3 WRITING

Exercise 1: Read the following two letters and fill in the blanks. The information missing in one letter can be found in the other letter.

N 36, Block Z,
Pak Society,
Karachi.

15 March 2015.

Dear Maria,

I hope you and your ___________ are quite well. I received your letter two weeks ago but I was not able to reply because I was having my ___________ tests. I was able to do all my ___________ well because I had studied ___________. I hope I get good ___________. I am now free so I thought of writing you a letter.

You remember I told you that one of my ___________ will be getting married in ___________? Well, the wedding will be held on the 14th of October but we will go to Sukkur on the ___________ . The reason is that Sukkur is far from ___________and it will take us one whole ___________ to reach it. Another reason is that we want to participate in the mehndi ___________ which will be on the 12th of October.

When will your half-yearly ___________ begin? I am sure that you will do well because you are a hardworking ___________. I hope that you will go to Murree this year to see the __________ during the ___________ vacations.

How are your ___________ ? Please give my regards to them. Also give my ___________ to your brother and Bhabhi. Give my love to your cute little ___________. I hope you will reply to this letter soon.

Yours sincerely,

___________.

House No. 94/ 2,

Chishtia Street,

Multan.

19 March 2015.

Dear Samina,

Thank you for your letter. By the grace of Allah, my family is fine. I hope that __________ and your family are quite well. I am glad to know that your bi-monthly __________ are over. I'm sure you did all your papers __________ because you had __________ hard. I'm sure you will get __________ marks.

Yes, I __________ you telling me that one of your cousins would be getting __________ in October? Although the wedding will be held on the __________ it is good that you are going to Sukkur on the 11th of October. You are right, __________ is quite far from Karachi and it will take you one __________ day to reach it. Also, going early will give you a chance to participate in the __________ celebrations, which is the most enjoyable part of the wedding.

My __________ exams will begin on the 4th of December and finish on the 12th. I hope that I will do well because I don't think that I am a very __________ student. After the exams, I hope to go to __________ this year to see the snowfall during the winter __________.

My parents are fine and they send you their love and blessings. How are your parents? Please give them my __________. Also give my regards to both your sisters. My cute __________ niece has now started saying some words and we all love hearing her talk. Looking forward to hearing from you.

Yours __________,

Maria.

5.3 WRITING

Exercise 2: Following the above format, write a letter to your friend telling them about how you did in your annual exams and what your plans are for the summer holidays. Write the letter on a piece of paper.

Exercise 3: Exchange your letter with your partner, read the letter you receive and, on another piece of paper, write a reply to your friend. Give the paper on which you have written your reply to the person who wrote the letter.

Note for Teachers: The main purpose of exercise 1 is to show students how small informal letters are written. Once the students have completed the exercise, discuss the format of the letter with them. Tell them how the date and address is written, how the letter begins and ends, and about the three parts of the letter: introduction, body, and conclusion. Then ask them to do exercises 2 and 3.

5.4 GRAMMAR

In this section, the students will practice some of the grammar items learnt previously and learn some new ones, including:

i. Agreement of pronouns with noun gender/ number

ii. Adjectives of colour

iii. Degrees of regular and irregular adjectives

iv. use of conjunction 'because'

Pronouns

Exercise 1: Below are some facts about Kaleem, his sister Jamila, and his parents. Read these facts and write one paragraph about each one of them. The first line of each paragraph is given below. In all the following sentences use only the pronouns, not their names.

Kaleem	Jamila	Parents
ten years old	seven years old	love their children
class V	class II	father shopkeeper
good student	good at maths	mother teacher
liked by teachers	to be an engineer	work very hard
Plays with friends	sometimes plays with her brother	help children with homework
favourite game football	favourite hobby computer games	take good care of children

Example: Kaleem is ten years old. He_**studies in class V.**_________

Kaleem has one sister. Her name ____

Kaleem has lovely parents. They ____

Adjectives

Exercise 2:

Mrs. Alvi was going shopping. She asked her family members if they wanted something. Here are the things they wanted: Azeem jacket, Seema frock, Habib mug, Nabeel pair of shoes, Faiza bunch of flowers, and Moomal bag. Mrs. Alvi wrote down a list, along with the colours, so that she would not forget.

Look at the pictures below and write down in complete sentences what each one wants. Write their names in an alphabetical order. Don't forget to write the colour of the items. Remember to use the article 'a'. The first one has been done for you.

1. Azeem wants a ***blue jacket***.
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Note for Teachers: Before asking the class to do exercises 3 and 4, make them play a game with the degrees of adjectives. Quickly explain to them what an adjective is and what the degrees of adjectives are. Divide the class into three groups then tell them the rules of the game: 1) Each group will write as many adjectives as they can within the given time 2) group one will call out one adjective, then group two will call out its comparative degree and group three its superlative degree 3) then group two will call out one adjective group three the comparative and group one the superlative 4) this will be repeated with group three calling out the adjective, hence all groups, turn by turn will call out one adjective and the others will respond accordingly 5) if a group cannot give the correct answer the caller group will get the chance to answer it and if it cannot then the remaining group will be given a chance 6) for each correct answer the group will receive one point which will be noted on the blackboard by the teacher. The group with the most points will win the game.

After playing the game explain to the students that while some adjectives follow the 'er' and 'est' rule for the comparative and superlative degrees, others do not.

Exercise 3: Fill in the gaps in the given table with the correct word provided in the list below.

happy	least	beautiful	better	bad
more useful	early	most	less	
worse	earliest	more	happier	
most useful	best	most beautiful		

S. No.	Positive	Comparative	Superlative
1.	**good**	**better**	
2.	bad		worst
3.		earlier	
4.	many		
5.		lesser	
6.	useful		
7.			happiest
8.		more beautiful	

5.4 GRAMMAR

Exercise 4: Look at the table below to find out about the weight, height (4'7'' means four feet and seven inches), marks obtained, and runs scored by each student. Then, select an adjective from those given below and use its superlative degree to complete the following sentences. Remember that 'the' is always used before a superlative degree. The first one has been done as an example.

Name	Weight	Height	Marks Obtained	Runs Scored
Arif Rahim	62 kg	4'8”	509	143
Bachal Allahyar	79 kg	4'4”	583	109
Latif Memon	74 kg	4'9”	533	179
Nasir Mureed	69 kg	4'2”	574	184
Peer Bakhsh	63 kg	4'5”	594	112

heavy	light	tall	short	many	less	high	low

1. Bachal Allahyar is _**the heaviest**_ boy in the class.
2. Peer Bakhsh got ____ _______________ marks in the class.
3. Bachal Allahyar scored _____ _________ runs in the class match.
4. Nasir Mureed is ____ __________ student in the class.
5. Arif Rahim got ____ _______________ marks in the class.
6. Nasir Mureed scored _____ _________ runs in the class match.
7. Latif Memon is ____ __________ student in the class.
8. Arif Rahim is ____ ________ boy in the class.

Punctuation

Exercise 5: Rewrite the following sentences in the correct order. Remember to use the capital letters and full stops.

i. late there jam school was because a I today traffic reached

ii. she school sick my is friend from today because absent is

iii. done happy their teacher students very work our all was because the had

iv. stick man is cannot because white carrying old see he the a

v. because homework his wanted salim he play finished to quickly

vi. mother washing razia their sick and hameed dishes are is because the

vii. win practising the to team match is because the want hard they

Exercise 6:

(A) Write three sentences to tell your mother why you want to

a) buy a new bag

b) visit your friend

c) go to bed early

(B) Write three sentences to tell your mother why you don't want to

a) play hockey

b) have dinner

c) go to your aunt's house

Vocabulary and Dictionary Skills

Exercise 1: Make as many words as you can with the word:

University

Exercise 2: Put the words in an alphabetical order.

Exercise 3: Use as many of these words as you can in your own sentences.

Our National Flag (Poem)

Nations are recognized by their flags,
They are displayed on houses, cars and bags.

The white in our flag represents minority,
And the green shows peace and prosperity.

The crescent symbolizes Islamic grace,
And the star indicates spiritual progress.

We should always keep our national flag high,
And be ready to sacrifice our life for it to fly.

(By Zunaira H. Gwadri)

Exercise 1: Draw a flag of Pakistan, colour it, and paste it on a stick. Then wave the flag and recite the poem aloud. Point out the different things on your flag as you recite the poem, for example, the white part, the green part, the crescent and the star.

5.6 FUN

Read the poem below:

I wish I were a cuckoo bird
Flying up and up
in the cool blue sky.

Flying up and up
Under the shinning sun
Looking at the pretty
flowers.

Singing like the cuckoo bird
Coo coo coo
And pecking sweet mangoes.

What do you wish to become? Write about it. Imagine things you would do if your wish came true.

5.6 FUN

Exercise 1: Vocabulary; Make as many words as you can with the word:

Hospital

Exercise 2: Dictionary Skills: Put the words in alphabetical order.

Exercise 3: Writing: use as many of these words as you can in sentences.

Exercise 4: Look at the pictures and write one sentence about each of them: